



# COTTEY COLLEGE

## New Program Proposal – Cottey College

1.

### NEW PROGRAM PROPOSAL FORM

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**Sponsoring Institution(s):** Cottey College

**Program Title:** Liberal Arts

**Degree/Certificate:** Bachelor of Arts

**Options:** Click here to enter text.

**Delivery Site(s):** Residence Site

**CIP Classification:** 24.0101

\*CIP code can be cross-referenced with programs offered in your region on MDHE's program inventory [highered.mo.gov/ProgramInventory/search.jsp](http://highered.mo.gov/ProgramInventory/search.jsp)

**Implementation Date:** Fall 2011

**Cooperative Partners:** Click here to enter text.

\*If this is a collaborative program, form CL must be included with this proposal

**AUTHORIZATION:**

Chioma Ugochukwu, VPAA

January 29, 2016

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Name/Title of Institutional Officer

Signature

Date

Nancy Kerbs, Director of Assessment and Institutional Research 417-667-8181, ext. 2171

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Person to Contact for More Information

Telephone

## 2. Rationale for Program

Cottey College is in the midst of a transformation from an associate's institution to a baccalaureate institution. Founded by Virginia Alice Cottey in 1884, and owned since 1927 by the P.E.O. Sisterhood, a philanthropic educational organization, Cottey is the only nonsectarian college in the United States owned by women for women. Cottey's faculty members are highly qualified, with 91 percent holding either the doctoral degree or the terminal degree in their fields. Cultural diversity is an important dynamic at Cottey, and students learn to appreciate differences and form friendships with women from across the United States and around the world.

Cottey's transformation is guided by its mission to educate women in a dynamic liberal arts environment. The mission emphasizes that Cottey educates women to be socially responsible leaders who can function in their chosen fields in any part of the world, and this is the inspiration

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for the concept of interdisciplinary and inter-related programs that share courses, activities, and faculty, as well as a unique focus on women’s leadership and social responsibility.

A bachelor’s degree in liberal arts builds on the College’s reputation for an excellent liberal arts curriculum that historically prepared students for transfer. Now that Cottey offers baccalaureate degrees, the Liberal Arts degree will build on the strengths of the current faculty and offers current associate degree students an opportunity to remain at Cottey to complete their baccalaureate degree. The major offers both depth and breadth by requiring specific classes as well as allowing a student to choose courses from suggested concentrations. Students majoring in the Liberal Arts at Cottey are prepared to pursue a number of different careers, especially by developing particular knowledge and skills through internship and service learning opportunities. Students are also well prepared for graduate school and law school. Possible careers include teaching and education, communications, non-profit management, writers, reporters, marketing, management, human resources, and law.

**3.**

**STUDENT ENROLLMENT PROJECTIONS**

Year	1 2014-15	2 2015-16	3 2016-17	4 2017-18	5 2018-19
Full Time	6	8	9	12	14
Part Time	0	0	0	0	0
Total	6	8	9	12	14

Please provide a rationale regarding how student enrollment projections were calculated:

Cottey received approval in 2011 from the Higher Learning Commission through the change application process to offer BA degrees in English, Environmental Studies and International Relations and Business. In fall 2012, the College received approval to add baccalaureate degree programs of its choice. The enrollment projections in the above table are calculated from the actual numbers of students in the Liberal Arts program from its beginning in 2014 to 2018-19. Our goal going forward is to grow by 2-3 students per year.

**4. Provide a rationale for proposing this program, including evidence of market demand and societal need supported by research:**

According to the National Association of Colleges and Employers (NACE), verbal communication skills, a strong work ethic, teamwork skills, analytical skills, and initiative are the top skills employers look for in new hires. While a student majoring in any field



could graduate with excellent levels of each of these skills, a student with a liberal arts degree will have very deliberately honed these skills, and possibly more importantly for their job prospects, will be able to articulate how these skills will help them in their job. Surveys of Cottey students in 2011 showed 62 percent of respondents would consider staying for four years and 12 percent (24 students) are interested in a major in Liberal Arts. An additional 52 percent (65 students) are interested in a major that was not listed. A degree in liberal arts with its flexible concentrations could provide many of these students with the major they desire.

**5. Program duplication and opportunities for Collaboration (Form CL) – N/A**

**6. PROGRAM STRUCTURE**

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A. Total credits required for graduation: 120

B. Residency requirements, if any: 45

C. General education: Total credits: 51-53

Courses (specific courses OR distribution area and credits):

Course Number	Course Title	Credit
ENG 101	College Writing 1	3
ENG 102	College Writing 2	3
Writing Intensive	May be taken in the major	6
MAT 103	College Algebra or higher	3
MAT 112	Statistics or higher – may substitute PHI 112 (logic) if MAT 103 grade B or above	3
Science and Math Div.	Lecture and Lab Required	3-4
Second Science	With or without lab	3
Fine Arts Division	Theory course	3
Humanities Division		3
Foreign Language	Two courses same language	6-8
Social Science Div.		3
Dance/PE Activity		2
Technology Intensive	May be taken as part of another requirement	3
Women's Studies	May be taken as part of another requirement	3
Interdisciplinary		6

D. Major requirements: Total credits: 59

Course Number	Course Title	Credit
<b>Foundations</b>		
IDS 205	Intro to Liberal Arts Major	2
PHI 101	Philosophical Quests 3	3
IDS 490	Capstone Research Project 3	



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	<i>Choose one class from this list:</i>	
ART 101	Art Appreciation	3
DAN 107	Dance Appreciation	3
MUS 101	Music Appreciation	3
THE 101	Intro to Theatre	3
	<i>Choose one class from this list:</i>	
ENG 201	English Literature 1	3
ENG 202	English Literature 2	3
ENG 205	American Literature 1	3
ENG 206	American Literature 2	3
	<i>Choose two of the following classes with the same prefix:</i>	
FRE 201	Intermediate French 1	3
FRE 202	Intermediate French 2	3
SPA 201	Intermediate Spanish 1	3
SPA 202	Intermediate Spanish 2	3
	<i>Choose one class from this list:</i>	
HIS 101	Western Civilization to 1500	3
HIS 102	Western Civilization since 1500	3
HIS 111 US	US History to 1877	3
HIS 112	US History since 1877	3
<b>Concentrations</b>	<b>Global Studies Concentration</b>	
ENV 125	World Regional Geography	3
	<i>Fifteen Credits from the following list/6 credits upper division</i>	3
ANT 151	Introduction to Cultural Anthropology	3
ANT/SOC 291	Language and Culture 3	3
ANT 391	Food and Culture	3
ENG 230	Studies in Ethnic Literature	3
ENG 381	Literary Tales of Travel and Trade	3
ENV/IDS 331	Sustainable Tourism 3	3
ENV 350	Environ. Conditions and Global Econ. Development	3
FLM 254	Comparative Cinema 3	3
IDS 365	Asian Civilizations 3	3
HIS 125	International Environmental Policy 3	3
INB 320	Economics of Global Business 3	3
INR 151	International Relations 3	3
INR 310	International Organizations	3
INR/IDS 355	International Political Economy 3	3
POL 201	Comparative Politics 3	3
POL/INR 225	Asian Politics	3
PSY 351	Cross-Cultural Psychology	3
REL 105	World Religions 1	3
REL 106	World Religions 2	3
SOC 204	Women in Cross-Cultural Perspective	3
SPA 340	Contemporary Latin American/Spanish Women Writers	3
	<b>Women's Studies Concentration</b>	
WST 105	Introduction to Women's Studies	3
	<i>Choose 15 credits from the following list/6 credits upper division</i>	
ENG 220	American Women Writers	3

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ENG 222	British Women Writers	3
ENG/WST 322	Topics in Fiction – Future Women: Science Fiction by Amer. Women	3
ENG 371	Major Authors: Jane Austen	3
FLM 253	Women and Cinema	3
FRE 215	Francophone Women Writers	3
HIS 211	History of Women in the United States	3
HIS 330	Women's Suffrage Movement	3
IDS 365	International Environmental Policy	3
INB/WST 250	Women and Economic Development	3
PSY 331	Psychology of Women and Gender	3
SOC 203	Family and Society	3
SOC 204	Women in Cross-Cultural Perspective	3
SPA 340	Contemp. Latin Am./Spanish Women Writers	3
SPE 205	Gender and Communication	3
WST 240	Feminist Theories	3
WST 298	Directed Study	3
WST 199	Internship	3
	<b>Social Justice and Responsibility Concentration</b>	
WLS 205	Social Justice and Civic Engagement	3
	<i>Choose 6 credits from the following communication classes</i>	
ART 171	Introduction to Digital Art	3
CSC 140	Introduction to Web Design	3
SPE 101	Fundamentals of Speech	3
SPE 121	Interpersonal Communication	3
	<i>Choose 9 credits from the following topics classes</i>	
ANT 391	Food and Culure	3
CHE 130/131	Intro. To Environmental Chemistry	3
CHE 330	Environmental Chemistry and Social Justice	3
ENG 230	Studies in Ethnic Literature	3
ENV 215	Organic Gardening	3
ENV 322	Environmental and Human Health Toxicology	3
ENV/IDS 331	Sustainable Tourism	3
ENV 350	Environ. Conditions and Global Economic Development	3
HIS 121	Native American History	3
HIS 320	American Environmental History	3
HIS 330	Women's Suffrage Movement	3
INB/WST 250	Women and Economic Development	3
INR/SOC 330	Poverty and Inequality	3
PHI 205	Ethics	3
PHI 210	Human Nature and Society	3
POL 101	United States Government	3
PSY 430	Conflict Resolution	3
SPA 330	The Chicano Experience	3
SOC 235	Race, Class, and Gender	3
WLS 320	The Leader Within	3
WLS 330	Leadership for Social Change	3
WLS 350	Team Leadership and Group Dynamics	3
WST 350	Feminist Theories	3

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E. Free elective credits: 8-10 (Sum of C, D, and E should equal A.)

F. Requirements for thesis, internship or other capstone experience:

Study Abroad Requirement: None

Internship Requirement: None

G. Any unique features such as interdepartmental cooperation: \_\_\_\_\_

## 8. PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Institution Name Cottey College

Program Name Liberal Arts

Date January 29, 2016

(Although all of the following guidelines may not be applicable to the proposed program, please carefully consider the elements in each area and respond as completely as possible in the format below. Quantification of performance goals should be included wherever possible.)

### 1. Student Preparation

Any special admissions procedures or student qualifications required for this program which exceed regular university admissions, standards, e.g., ACT score, completion of core curriculum, portfolio, personal interview, etc. Please note if no special preparation will be required.

No special preparation required

Characteristics of a specific population to be served, if applicable.

Women

### 2. Faculty Characteristics

Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate.

Ph.D. in Discipline (English, Philosophy, History, Foreign Language)

Estimated percentage of credit hours that will be assigned to full time faculty. Please use the term "full time faculty" (and not FTE) in your descriptions here.

100%

Expectations for professional activities, special student contact, teaching/learning innovation.

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Faculty members are expected to stay current in their discipline and in teaching pedagogy by attending and presenting at conferences, write articles for publication, carry a load of 6-10 advisees in Cottey's faculty-based advising system.

**3. Enrollment Projections**

Student FTE majoring in program by the end of five years.

Going forward from 2016-17: 17 at three years; 21 at five years

Percent of full time and part time enrollment by the end of five years.

Full time enrollment: 95%; Part time enrollment: 5%

**4. Student and Program Outcomes**

Number of graduates per annum at three and five years after implementation.

Going forward from 2015-16: 8 at three years; 10 at five years

Skills specific to the program.

Not applicable

Proportion of students who will achieve licensing, certification, or registration.

Not applicable

Performance on national and/or local assessments, e.g., percent of students scoring above the 50th percentile on normed tests; percent of students achieving minimal cut-scores on criterion-referenced tests. Include expected results on assessments of general education and on exit assessments in a particular discipline as well as the name of any nationally recognized assessments used.

Not applicable

Placement rates in related fields, in other fields, unemployed.

Placement in related fields – 50%, in other fields – 30%

Transfer rates, continuous study.

Pursuing Master's Degree the first year after graduation – 20%

**5. Program Accreditation**

Institutional plans for accreditation, if applicable, including accrediting agency and timeline.

**If there are no plans to seek specialized accreditation, please provide a rationale.**

Not applicable



#### **6. Alumni and Employer Survey**

Expected satisfaction rates for alumni, *including timing and method of surveys*.  
Electronic alumnae survey of the first five years of graduates in summer 2018. Satisfaction rates of 75% satisfied or very satisfied.

Expected satisfaction rates for employers, including timing and method of surveys.  
Cottey's students are from across the country and around the world. While the College makes considerable efforts to stay in contact with our alumnae, determining employer satisfaction rates is new for the College. We plan to develop an electronic survey for employers.

#### **9. Plans for Accreditation**

Initially, Cottey was approved in 2011 to offer three baccalaureate degrees (English, Environmental Studies, and International Relations and Business.) Since that time Cottey has received approval from HLC to offer baccalaureate degrees of its choice. Cottey's baccalaureate degree in Liberal Arts has been offered since 2013. In 2015-16, the College offers degrees in English, Environmental Studies, International Business, International Relations, Business Management, Psychology, Liberal Arts, and General Health Sciences.

#### **10. Institutional Characteristics**

Characteristics demonstrating why your institution is particularly well-equipped to support the program.

As a women's college, Cottey's mission is to help women develop their potential as learners, leaders, and citizens. The international business degree extends basic knowledge of accounting, marketing, management, and finance through classes in global business, multinational finance, and international management. With a commitment to women's leadership, social responsibility, and global awareness, Cottey's international business major considers such issues as the status of women in developing countries, poverty and inequalities, and sustainable tourism. Internal forces include a strong financial picture, an infrastructure with room to expand and add new programs without a large capital investment in new buildings, a highly qualified faculty, and students who are satisfied with the quality of education they receive at Cottey. Both the Campus Master Plan, completed in 2007 by Gould Evans, an architectural and planning firm, and the feasibility study conducted in 2008 by Ketchum, a fund-raising firm, affirm that Cottey has the physical and financial resources to support growth. In addition, the College exceeded the goal of a \$35 million comprehensive fund raising campaign in 2014. The total raised was \$40.4 million. The campaign priorities included a new fine arts building with instructional space available to other academic departments, as well as endowed funds for student scholarships, faculty chairs, and the library.

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